DOCUMENT RESUME

ED 292 262 EC 202 044

TITLE Some Ideas for Wordprocessing in Special Education.
INSTITUTION Suffolk County Board of Cooperative Educational Services 2, Patchogue, N.Y.
PUB DATE 15 Jan 87
NOTE 24p.; Compiled by the BOCES II, Special Education Division, Microcomputers Resource Center, Centereach, NY. Paper presented at the National Council for Exceptional Children Conference on Effective Utilization of Technology (2nd, Alexandria, VA, January 15, 1987).
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Computer Software; *Computer Uses in Education; Creative Writing; *Disabilities; Editing; Elementary Secondary Education; Keyboarding (Data Entry); Learning Activities; Microcomputers; Paragraph Composition; Sentences; *Teaching Methods; *Word Processing; *Writing (Composition); *Writing Exercises

ABSTRACT

This guide provides a collection of ideas for word processing activities that teachers have found to be useful in special education classes. The guide begins with a list of 41 computer skills, the grade levels at which the skills are usually introduced (from kindergarten to secondary levels), and provides names of commercial programs which may be useful in teaching the skills. The list is cross-referenced to a subsequent section of activities. Activities in the areas of keyboard familiarity, sentence writing, paragraph and story writing, fun skills, editing, and creative composition are briefly described. The guide concludes with a directory containing descriptions and addresses of the commercial word processing programs mentioned. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED292262

SOME IDEAS FOR WORDPROCESSING IN SPECIAL EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James V. Fogarty, Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COMPILED BY :
THE BOCES II
SPECIAL EDUCATION DIVISION
MICROCOMPUTER RESOURCE CENTER
8 43RD STREET
CENTEREACH, N.Y. 11720

Paper presented at the National Council for Exceptional Children Conference on Effective Utilization of Technology 2nd, Alexandria, VA, January 15, 1987

EC 202044

SOME IDEAS FOR WORDPROCESSING IN SPECIAL EDUCATION

THE PURPOSE OF THIS GUIDE IS TO GIVE THE SPECIAL EDUCATION TEACHER SOME IDEAS UPON WHICH TO DEVELOP HIS OR HER OWN REPERTOIRE OF WORDPROCESSING ACTIVITIES.

THE ACTIVITIES IN THIS BOOKLET HAVE BEEN COLLECTED BY ASKING OUR TEACHERS AT BOCES II TO DESCRIBE THE KINDS OF ACTIVITIES THEY HAVE FOUND USEFUL IN THEIR CLASSES. THESE IDEAS HAVE COME FROM BOOKS, MAGAZINES, COMPUTER USER GROUPS , STUDENTS , AND THE GRAPEVINE. WE IN NO WAY TAKE CREDIT FOR THEIR INVENTION- ONLY THEIR SUCCESSFUL USE.

WE HOPE YOU WILL USE THIS GUIDE AS A BEGINNING FOR YOUR OWN PERSONAL COLLECTION. WE WOULD ALSO ENJOY HEARING FROM YOU AND ADDING YOUR THOUGHTS TO THIS POOL OF SHARED IDEAS .

INSTRUCTIONS FOR USING THIS GUIDE

THE FIRST THREE PAGES OF THIS GUIDE ARE DIVIDED INTO FOUR COLUMNS EACH.

THE FIRST COLUMN LISTS A COMPUTER SKILL THAT YOU MAY WISH YOUR STUDENTS TO LEARN OR PRACTICE.

THE SECOND COLUMN LISTS THE GRADE LEVEL AT WHICH THAT SKILL IS USUALLY INTRODUCED.

THE THIRD COLUMN LISTS A CODE NUMBER WHICH CORRESPONDS TO ACTIVITIES PRINTED ON THE PAGES MARKED "ACTIVITIES".

THE FOURTH COLUMN LISTS CODE WORDS WHICH CORRESPOND TO THE NAMES OF COMMERCIAL PROGRAMS WHICH MAY BE USEFUL IN TEACHING THE SKILLS IN THE FIRST COLUMN.

TO USE THIS GUIDE:

1. CHOOSE A SKILL YOU WISH TO TEACH OR PRACTICE FROM COLUMN ONE.

2. CHECK THE BEGINNING GRADE LEVEL IN COLUMN TWO TO SEE IF YOU ARE INTRODUCING THE SKILL AT THE RIGHT LEVEL.

3. MATCH THE ACTIVITY CODE NUMBERS IN COLUMN THREE WITH THOSE ON THE ACTIVITY PAGES.

4. USE YOUR OWN SOFTWARE PROGRAMS TO CARRY OUT THE ACTIVITIES OR CHECK COLUMN 4 FOR SUGGESTED COMMERICAL PROGRAMS TO USE.

WORD PROCESSING SKILLS

COMPUTER SKILLS	BEGINNING GRADE LEVEL	ACTIVITY CODE	COMMERCIAL PROGRAM CODE
FAMILIARITY WITH KEYBOARD	K	F1-F10	14,15,1 11,13,14
USE UPPER & LOWER CASE	K	F5-F10	2,8,13,12 14,15
USE RETURN KEY	K	F1-10	11,12,13, 14,15
MOVE CURSOR	K	WP1-3 WP10	11,12,13, 14,15
WRITING WITH THE KEYBOARD	K	ALL ACTIVITIES	ALL
DELETING LETTERS	2	WS10,E1,PSE6	11-15
SCROLLING	2	WP3	9
CENTERING TEXT	2	E2	5,6, 7,
INDENTING WITH SPACE BAR	2	E1	5,6,7
CREATING BLANK LINES	2	E3	5,6,7,
LOADING PROGRAMS FROM DISKS	K	DC1,DC2,MA1,MA2	5,6,7,12
INSERTING	3	PSE1,PSE2, PSE6 PSE8	15, 5,6,7

WORD PROCESSING SKILLS

COMPUTER SKILLS	BEGINNING GRADE LEVEL	ACTIVITY CODE	COMMERCIAL PROGRAM CODE
DELETING WORDS	3	E3, PSE6, PSE8,E7	12
RETRIEVING INFO FROM DISK	2		ALL
PRINTING		ALL WD.PROS ACTIVITIES12,15	
CLEARING TEXT	4		5,6,7, 9,15
ERASING BLOCKS OF TEXT	4	PSE8	5,6,7, 9,
SEARCH & FIND FUNCTIONS		PSE11	5,6,7,9, 9
SAVING INFO TO DISK	5	WP4, WP5	12
FORMATTING DISK	5		5,6,7,
CLEARING FILES	5		5,6,7,
REPLACING TEXT	5	SW5,SW10, E6	
SET TABS AND MARGINS	6		7
SETTING UP SPECIAL FORMATS	6		7,9

CREATIVE SKILLS	ACTIVITY CODE	COMMERICAL CODE
SENTENCE WRITING	SW1.SW2,SW13,SW9	11,12, 15
SENTENCE EXPANDING	CC55,SW2,SW3,SW4	12, 11
REARRANGING SENTENCES	SW5,SW13,E1	11,9, 12
COMBINING SENTENCES	SW11	11
WRITING PARAGRAPHS	CC5, CC7 SW12, PSE7	9, 12, 15
EXPANDING PARAGRAPHS	SW4,SW8,CC8,SW1, SW5, PSE1,PSE2,PSE4	9,3
REARRANGING PARAGRAPHS	SW5,SW13,E1	9
WRITING DESCRIPTIONS	CC8,CC10,CC11	3,15
WRITING COMPARISONS	PSE10	
WRITING DIALOGUE	SW9, PSE6	
FREEWRITING	PSE4	9
NOTE TAKING	CC6 PSE7	3
COMPOSITION	SW13	3,11,12,15
RECOGNIZING EXTRANEOUS MATERIAL	SW13,10	
LETTER WRITING	CC4 E2	10,7

CREATIVE SKILLS	ACTIVITY CODE	COMMERICAL CODE
CHANGING TONE/MEANING	PSE6 PSE1,CC9	9
PROOFREADING	PSE8, E4 E5,CC9	9,3

ACTIVITIES (FAMILIARITY WITH KEYBOARD)

F1. HAVE TEACHER OR STUDENTS IN OLDER CLASSES MAKE A GIANT FLOOR CHART USING MAGIC MARKER AND A PLASTIC TABLECLOTH. THE CHART SHOULD BE A GIANT COMPUTER KEYBOARD ON WHICH THE STUDENTS HOP AND PLAY THEIR WAY TO BEING FAMILIAR WITH THE KEYBOARD.
OTHER USES:
-THE STUDENTS TOSS BEAN BAGS TO THE PROPER KEYS AS TEACHER CALLS OUT A LETTER OR NUMBER
-TEAMS ARE CHOSEN. TEACHER CALLS OUT A LETTER OR NUMBER. THE STUDENT WHO HOLDS UP THE PROPER FINGER TO TYPE THAT LETTER GOES AND STANDS ON THE LETTER. THE TEAM THAT FIRST GETS ON LETTERS WINS.

F2. COLOR THE KEYS ON THE FLOOR CHART AND WALL CHARTS SO THAT KEYS TYPED WITH EACH FINGER ARE A SEPERATE COLOR. THEN COLOR THE STUDENTS FINGERS (STICKERS) TO MATCH.

F3. REPRODUCE DRAWINGS OF THE KEYBOARD ON CARDBOARD AND LAMINATE.
-LET STUDENTS FILL IN THE KEY NAMES IN CRAYON FOR A WIPE OFF ACTIVITY THAT CAN BE DONE OVER AND OVER. LET THE STUDENTS FILL IN THE LETTER NAMES IN PERMANENT MARKER FOR A KEYBOARD WHICH CAN GO HOME OR BE USED IN THE CLASSROOM FOR KEYBOARD PRACTICE.

F4. EACH STUDENT TYPES HIS OWN NAME, TEACHER PRINTS LIST OUT SO EACH STUDENT HAS A COPY OF HIS FRIENDS' NAMES.

F5. STUDENTS TYPE ALPHABET.

F6. STUDENTS INSERT MISSING LETTERS IN A AN ALPHABET THE TEACHER HAS PREPARED ON A DISK.

F7. STUDENTS TYPE NUMBERS OR INSERT MISSING NUMBERS IN A LESSON TEACHER HAS PREPARED ON A DISK.

F8. STUDENTS TYPE ALL THE KEYS ON THE KEYBOARD TWICE ALTERNATING WITH THE SHIFT KEY.

F9. STUDENTS TYPE THE ALPHABET TWICE USING CAPS AND LOWER CASE

F10. TEACHER TYPES SIMPLE WORDS AND STUDENT TYPES SAME WORD UNDERNEATH

ACTIVITIES (SENTENCE WRITING)

SW1. THE STUDENTS DICTATE A SENTENCE. THE TEACHER TYPES IT.

SW2. TEACHER PREPARES A SCREEN WITH EACH STUDENT'S NAME. THE STUDENT WRITES A SENTENCE USING HIS NAME.

SW3. THE STUDENT OR TEACHER TYPES A SENTENCE. THE STUDENT IS REQUIRED TO REWRITE THE SENTENCE ADDING ONE WORD. THIS CAN BE DONE IN A ROUND ROBIN WITH EACH STUDENT BUILDING UPON THE LAST STUDENT'S WORK. IT CAN THEN BE PRINTED FOR EACH STUDENT, SAVED FOR ANOTHER DAY.

SW4. ROUND ROBIN STORY- THE TEACHER STARTS BY TYPING A SENTENCE. EACH STUDENT OR TEAM CONTINUES THE STORY BY TYPING IN A SENTENCE OR TWO.

SW5. WHICH CAME FIRST?- TEACHER PREPARES SEVERAL SENTENCES ON THE SCREEN. STUDENTS NUMBER THE SENTENCES IN CHRONOLOGICAL ORDER. MORE ADVANCED STUDENTS MOVE THE SENTENCES TO THE PROPER LOCATION. THIS CAN BE DONE IN REVERSE-GIVING THE STUDENTS A STORY WHICH THEY TAKE OUT OF CHRONOLOGICAL ORDER. AT A LATER DATE, THEY PUT IT BACK IN ORDER.

SW6. HAVE STUDENTS WRITE MATH WORD PROBLEMS. HAVE THEM PRINTED AND HAVE THE CLASS SOLVE THEM.

SW7. HAVE THE STUDENTS WRITE DEFINITIONS FOR THEIR SPELLING WORDS OR VOCABULARY WORDS IN THE CONTENT AREAS. TURN THE DEFINITIONS INTO A CROSSWORD PUZZLE (USE CROSSWORD MAGIC IF YOU HAVE IT). SAVE FOR A LATER DATE WHEN THE STUDENTS WILL SOLVE THE PUZZLES FOR REVIEW.

SW8. GIVE STUDENTS INDIVIDUAL DATA DISKS. EACH DAY HAVE THEM WRITE A SENTENCE OR TWO ABOUT THEIR DAY . INCLUDE THE DATE. BY THE END OF THE YEAR THEY HAVE A COMPLETE DIARY. THESE ENTRIES MAY ALSO PROVIDE TOPICS FOR LATER WRITINGS.

SW9. ESTABLISH AN ELECTRONIC BULLETINBOARD. TURN ON THE COMPUTER AND LET STUDENTS LEAVE MESSAGES FOR ONE ANOTHER THAT MAY ONLY BE ANSWERED BY TYPING ON THE COMPUTER. THIS ENCOURAGES THE STUDENTS TO USE THEIR WRITING SKILLS.

SW10. TEACHER PREPARES A SET OF SENTENCES IN WHICH THE STUDENTS "X" OUT THE WORD OR PHRASE THAT DOES NOT BELONG. YOU MAY DO THIS IN REVERSE BY HAVING THE STUDENTS COPY SENTENCES FROM THEIR TEXT, THEN INSERT WORDS THAT DON'T BELONG.

SW11. GIVEN SEVERAL SENTENCES, THE STUDENT COMBINES THEM TO FORM COMPOUND SENTENCES.

SW12. WANT AD. HAVE THE STUDENT CREATE ACTUAL WANT ADS TO DESCRIBE THEIR SKILLS AND TRY TO GET A SUMMER JOB.

SW13. JUMBLED STORIES-PREPARE PARAGRAPHS ON DISKS THAT ARE IN A JUMBLED ORDER . ADD SOME PARAGRAPHS THAT DON'T BELONG. HAVE THE STUDENTS MOVE THE TEXT INTO CORRECT ORDER AND REMOVE THE PARAGRAPHS THAT DON'T BELONG.

ACTIVITIES (PARAGRAPHS, STORIES ETC.)

PSE 1. GIVEN A SHORT STORY ON SCREEN, THE STUDENT WILL CHANGE THE TONE BY CHANGING AS MANY MODIFIERS AS POSSIBLE TO A MORE SUPERLATIVE FORM. EX. "THE CUTE GIRL WAS SAD." BECOMES "THE GORGEOUS GIRL WAS DEPRESSED BEYOND REASON." THIS IS A LOT OF FUN AND CAN BE DONE IN REVERSE.

PSE 2. STUDENTS DEVELOP PARAGRAPHS THROUGH CAUSE AND EFFECT STATEMENTS.

PSE 3. STUDENTS USE THEIR OWN DIARY (WHICH THEY HAVE BEEN ADDING TO EACH DAY) AND REPLACE ALL THE NOUNS WITH SYNONYMS. THEY MAY ALSO ADD MODIFIERS TO ADD INTEREST TO THEIR WRITING.

PSE4. STUDENTS TURN OFF THE MONITOR LIGHT AND WRITE IDEAS FOR A STORY AS THEY COME INTO THEIR HEAD. THIS ACTIVITY SOMETIMES LETS THE CHILDREN CONTINUE THEIR TRAIN OF THOUGHT WITHOUT STOPPING AND TRYING TO MAKE TYPING CORRECTIONS.

PSE5. GIVEN A STORY ON SCREEN, THE STUDENT INSERTS DIALOGUE. THIS CAN BE DONE WITH THE DIARY DISKS MENTIONED IN PSE 3.

PSE6. LET THE STUDENTS WRITE THE LYRICS TO THEIR FAVORITE SONGS THEN: CHANGE ALL THE NOUNS
REWRITE THE SONG IN THEIR OWN WORDS
WRITE THE SONG AS IT MIGHT HAVE BEEN WRITTEN DURING A PERIOD OF HISTORY THEY ARE STUDYING

PSE7. STUDENTS GO FROM CLASSROOM TO CLASSROOM INTERVIEWING STUDENTS TO GET THEIR OPINION ON CAFETERIA FOOD. THEY WRITE UP THE INTERVIEW AND PRINT IT FOR OTHERS TO READ.

PSE8. STUDENTS WRITE DIRECTIONS USING TOO MUCH OR TOO LITTLE INFORMATION. OTHER STUDENTS PROOFREAD AND REMOVE THE EXTRA MATERIAL.

PSE9. GIVEN A SET OF PARAGRAPHS, THE STUDENT EXPANDS EACH ONE WITH MORE INFORMATION AND PLACES THEM IN A LOGICAL ORDER.

PSE10. USING TWO PICTURES FROM MAGAZINES OR NEWSPAPERS, STUDENTS WRITE A PARAGRAPH TELLING HOW THE OBJECTS ARE ALIKE AND HOW THEY ARE DIFFERENT.

PSE11. STUDENTS ARE GIVEN A TEXT WITH SEVERAL WORDS MISSPELLED. USING THE SEARCH AND REPLACE FUNCTION, THEY CORRECT THE TEXT.

ACTIVITIES (WORD PROCESSOR FUN SKILLS)

WP1. USE MAGIC MARKER TO DRAW A MAZE ON A PIECE OF PLASTIC USED FOR THE OVERHEAD PROJECTOR. LOAD A WORDPROCESSING PROGRAM AND HAVE THE STUDENTS GO THROUGH THE MAZE BY MOVING THE CURSOR. FOR VARIETY, HAVE THEM PRINT A LETTER OR SYMBOL TO TRACE THEIR PATH THROUGH THE MAZE. MAZES CAN BE AS EASY OR DIFFICULT AS YOU LIKE.

WP2. STUDENTS ARE ASKED TO TYPE DESIGNS BY TYPING ANY KEY IN A REQUIRED SHAPE. EX. STUDENTS MAY BE ASKED TO CREATE ANY OF THE FOLLOWING: A SQUARE MADE OF O'S
A TRIANGLE MADE OF X'S
A LETTER "L" MADE OF LETTER L'S

OLDER STUDENTS MAY TYPE CHRISTMAS POEMS IN THE SHAPE OF A TREE OR A STORY ABOUT HATS IN THE SHAPE OF A HAT. EXAMPLE: ONE STUDENT WROTE THE TITLE OF A REPORT ABOUT WORMS IN THE SHAPE OF A WORM.

WP3. GIVEN A STORY IN WHICH THE TEACHER HAS WRITTEN ONE WORD ON EACH LINE, THE STUDENT MUST SCROLL THE SCREEN TO READ THE STORY. HAVE THE STUDENTS CREATE STORIES LIKE THIS FOR OTHERS TO READ.

ACTIVITIES (EDITING)

E1. TEACHER TYPES TWO SHORT PARAGRAPHS FROM 2 CLASSROOM TEXTS. INSTEAD OF TYPING THEM IN ORDER, FIRST A SENTENCE IS TYPED FROM ONE TEXT, THEM FROM THE OTHER UNTIL BOTH PARAGRAPHS ARE TYPED. THE STUDENTS JOB IS TO SEPARATE THE TWO PARAGRAPHS AND PUT THEM TOGETHER CORRECTLY.

E2. GIVEN A LETTER TYPED COMPLETELY ON THE LEFT MARGIN, THE STUDENT INSERTS SPACES TO MAKE THE TYPED PAGE FIT THE STANDARD LETTER FORM.

E3. GIVEN A SINGLE SPACED DOCUMENT, THE STUDENTS DOUBLE SPACE IT.

E4. SET UP PROOFREADING TEAMS IN WHICH THE PROOFREADER AS WELL AS THE AUTHOR GET A GRADE.

E5. HAVE A CONFERENCE WITH STUDENTS BEFORE AND AFTER THEY HAVE PROOFREAD THEIR WORK.

E6. BREAK THE CODE- GIVE THE STUDENTS A NUMBERED LIST OF WORDS ON INDEX CARDS. LOAD A PRE WRITTEN POEM THAT HAS NUMBERS INSTEAD OF WORDS IN SOME PLACES. HAVE THE STUDENTS REPLACE THE NUMBERS WITH THE CORRECT CORRESPONDING WORD ON THE INDEX CARD.

E7. WACKY RECIPES-HAVE STUDENTS WRITE RECIPES FOR THEIR FAVORITE FOODS. THEN HAVE THEM GET A COPY OF THE REAL RECIPE AND COMPARE. IF YOU ASSIGN RECIPES SUCH AS BREADS AND CAKES TO YOUNG CHILDREN, THE RESULTS ARE OFTEN A LOT OF FUN!

E8. HAVE STUDENTS COPY A REAL RECIPE THEN SUBSTITUTE "SILLY" WORDS FOR THE MEASUREMENTS.
EX. INSTEAD OF TEASPOON, WRITE SHOVELFUL
INSTEAD OF CUP, WRITE BUCKET

ACTIVITIES (CREATIVE COMPOSITION)

CC1. SYNONYM REPLACEMENT- GIVE THE STUDENTS A LIST OF FAMILIAR SAYINGS. THE STUDENTS TELL WHAT THE SAYING MEANS (IN THEIR OWN WORDS). THEN RE-WRITE THE SAYING USING SYNONYMS FROM THE THESAURUS. EX. HE WAS AS BLIND AS A BAT. MEANING: HE COULDN'T SEE WELL. RE-WRITE: HE WAS VISIONLESS AS A FLYING RODENT.

CC2. WHO, WHAT, WHERE, WHEN, HOW- STUDENTS COMPOSE A STORY TOGETHER. EACH STUDENT IS IN CHARGE OF ONE WORD "WHO", "WHAT"...

CC3. CHOOSE A PHOTOGRAPH OF SEVERAL FRIENDS. HAVE INDIVIDUAL STUDENTS ENTER DIALOGUE FOR EACH PERSON IN THE PICTURE. PRINT OUT THE RESULTS. PASTE THE PICTURE ON TOP. REDO THE ACTIVITY THE NEXT DAY CREATING NEW DIALOGUE.

CC4. HAVE STUDENTS PRETEND THEY ARE A FAMOUS PERSON THEY HAVE STUDIED. THEN PRETEND THEY ARE WRITING A LETTER HOME TO TELL WHAT THEIR LIFE IS LIKE. COLLECT THE LETTERS AND SAVE TO DISK. MAKE A BULLETIN BOARD WITH UNSIGNED LETTERS OR FIRST NAMES ONLY. INVITE OTHERS TO GUESS WHO THE LETTERS ARE FROM OR WHAT EVENT IN HISTORY IS BEING DISCUSSED.

CC5. ON THE SCREEN, GIVE THE STUDENTS THE BEGINNING SENTENCE AND ENDING SENTENCE OF A PARAGRAPH OR STORY. THEY HAVE TO FILL IN THE MIDDLE.

CC6. NOTE TAKING IN REVERSE. HAVE THE STUDENTS ERASE ALL BUT THE KEYWORDS TO A PARAGRAPH YOU HAVE PREPARED FOR THE SCREEN. WHAT IS LEFT IS NOTE TAKING. REVERSE THE PROCESS AND GIVE THEM SEVERAL KEYWORDS AND IDEAS WHICH THEY BUILD INTO A PARAGRAPH.

CC7. HAVE ONE OR MORE STUDENTS TYPE A PARAGRAPH FROM A CLASSROOM TEXT. THEN HAVE THE STUDENTS ADD A SENTENCE THAT DOES NOT BELONG. SWITCH DISKS AND TRY TO FIND AND DELETE THE SENTENCE WHICH DOESN'T BELONG.

CC8. GIVE STUDENTS A MAGAZINE PICTURE OF A PERSON, PLACE, OR THING. 1-ON THE WORD PROCESSOR HAVE THEM "PAINT THE PICTURE WITH WORDS". PRINT THE DESCRIPTIUON AND SAVE TO DISK. 2-ON THE FOLLOWING DAY, ADD MODIFIERS TO THE DESCRIPTION. 3-CONTINUE UNTIL STUDENTS HAVE WRITTEN DESCRIPTIONS OF A PERSON, PLACE, AND THING. PRINT DESCRIPTIONS AND PASTE PICTURES ON TOP OF TEXT. 4-USE THE PERSON, PLACE, AND THING DESCRIBED TO WRITE A PLOT OUTLINE AND THEN A STORY.

CC9. WRITE A SENTENCE. HAVE THE FIRST STUDENT CHANGE A WORD AND ADD A WORD. CONTINUE THIS WAY UNTIL EACH STUDENT HAD A CHANCE. PRINT UP THE SENTENCES AND READ ALOUD.

CC10. CHOOSE A PICTURE OF A PERSON, PLACE, OR THING FROM A MAGAZINE. HAVE STUDENTS IMAGINE THEY MUST WRITE SENTENCES TO DESCRIBE THE THING THROUGH EACH OF THEIR SENSES (SIGHT, SMELL, HEARING, ETC.). PRINT SENTENCES. HAVE STUDENTS DESCRIBE OBJECTS WITH SENTENCES INCLUDING THE WORD "LIKE". EX. THE FOREST SMELLS LIKE _____. THE FOREST LOOKS LIKE _____.

CC11. GIVE THE STUDENTS A LIST OF VERBS AND HAVE TEAMS TRY TO CREATE DEFINITIONS FOR THEM. SAVE TO DISK. HAVE OTHER TEAMS TRY TO IMPROVE THEM. HAVE DEFINITIONS READ ALOUD OR PRINTED AND HAVE REMAINDER OF STUDENTS TRY TO FIGURE OUT THE WORD THAT WAS DEFINED.

CC12. HAVE STUDENTS WRITE DIRECTIONS FOR A "DO IT YOURSELF MANUAL". EX. HOW TO MAKE A PEANUT BUTTER SANDWICH, PAPER AIRPLANE, ETC. SAVE IT TO DISK. PRINT THEM. HAVE OTHER STUDENTS ACT OUT EXACTLY WHAT THE DIRECTIONS SAY. GO BACK TO THE COMPUTER AND IMPROVE YOUR DIRECTIONS.

CC13. VERBAL RUBE GOLDBERGS-OR OFF BEAT WAYS TO DO THINGS. START WITH A SET OF DIRECTIONS. EX. HOW TO BUTTER BREAD. TRY TO THINK OF SILLY WAYS TO DO THIS (E.G. USE A PAINT BRUSH TO SPREAD THE BUTTER). SAVE TO DISK. PRINT THEM AND USE THEM FOR DISCUSSIONS OF HUMOR. REVERSE PROCESS AND MAKE SILLY DIRECTIONS BACK INTO NORMAL DIRECTIONS.

COMMERCIAL PRODUCTS CODE

1. MUPPETS LEARNING KEYS /MUPPETS ON STAGE
2. MICROTYPE
3. WRITING ADVENTURE
4. KIDWRITER
5. BANK STREET WRITER
6. MAGIC SLATE
7. PFS WRITE
8. SCHOLASTIC COMPUGARTEN TEXTS
9. SCHOLASTIC BANK ST. ACTIVITY FILES
10. BANK ST. MAILER
11. I CAN WRITE
12. BE A WRITER
13. MUPPET WORD BOOK [P-1]
14. STICKY BEAR TYPING
15. SNOOPY WRITER

SOFTWARE REVIEW

BANK STREET ACTIVITY FILES (SCHOLASTIC)
CODE #9.

THE ACTIVITY FILES ARE LESSONS ON DISKS WHICH CAN BE LOADED INTO THE COMPUTER TO PRACTICE CURSOR MOVEMENT, THE SEARCH AND REPLACE FUNCTION, SCROLLING, FREEWRITING, AND UNSCRAMBLING STORIES. THIS IS NOT FOR BEGINNERS.

BANK STREET WRITER (BRODERBUND) (SCHOLASTIC)
CODE #5.

A POWERFUL WORDPROCESSOR EASY ENOUGH TO BE USED INDEPENDENTLY BY THOSE WITH ELEMENTARY READING SKILLS. AS STUDENTS ABILITIES GROW, THE PROGRAM CAN BE USED WITH THE BANK STREET SPELLER (A PROGRAM WHICH CHECKS SPELLING), THE BANK STREET FILER (A DATA BASE PROGRAM) AND THE BANK STREET MAILER. THE SCHOLASTIC VERSION OF THE BANK STREET WRITER HAS AN EXCELLENT TEACHER'S MANUAL.

BE A WRITER (SUNBURST)
CODE #12.

A WRITING PROGRAM FOR GRADE 3 TO BE USED WITH MAGIC SLATE. IT IS MADE UP OF 25 DATA FILES WHICH THE FOLLOWING SKILLS: LOADING, SAVING, PRINTING FILES, WORD ORDER, SENTENCE PATTERNS AND PARAGRAPH FORM.

I CAN WRITE (SUNBURST)
CODE #11.

A WRITING PROGRAM FOR GRADE TWO TO BE USED WITH SUNBURST'S MAGIC SLATE. IT INCLUDES TWENTY FIVE LESSONS IN 20 COLUMN FORMAT WHICH STUDENTS LEARN TO CHANGE, ADD, SAVE, AND PRINT TEXT WHILE CREATING A BOOK OF THEIR OWN WRITINGS.

KIDWRITER (SPINNAKER)
CODE #4.

A WRITING PROGRAM THAT LETS KIDS CREATE THEIR OWN STORYBOOK. CHILDREN CREATE COLORFUL SCENES FROM THE PROGRAMS GRAPHICS LIBRARY OF 99 PICTURES AND OBJECTS THEN THEY WRITE A STORY TO GO WITH THE PICTURE.

MAGIC SLATE (SUNBURST)
CODE #6.

A POWERFUL WORDPROCESSOR WHICH HAS THE ABILITY TO GROW WITH THE STUDENTS. THE PROGRAM MAY BE USED IN THE 20, 40, OR 80 COLUMN VERSIONS; HAS SEVEN DIFFERENT TYPESTYLES AND COMES WITH A COMPLETE STUDENT HANDBOOK WHICH CAN BE PHOTO COPIED. THE 20 COLUMN VERSION HAS LARGE TYPE PRINT (ON THE SCREEN AND PRINTER) MAKING IT THE IDEAL CHOICE FOR THE VERY YOUNG OR THE VISUALLY IMPAIRED.

MICROTYPE, THE WONDERFUL WORLD OF PAWS (SOUTHWESTERN PUBLISHING CO.)
CODE # 2.

A KEYBOARDING PROGRAM FOR THOSE READING ON A FOURTH GRADE LEVEL. AN EASY TO FOLLOW AND COMPLETE PROGRAM FOR TEACHING KEYBOARDING TO BEGINNERS. THE PROGRAM EMPHASIZES PROPER POSTURE, KEYSTROKING AND FINGER REACHES. A SECTION CALLED "OPEN SCREEN" WORKS LIKE A BASIC WORDPROCESSOR.

MUPPETS ON STAGE / MUPPET LEARNING KEYS (SUNBURST)
CODE #1.

A SPECIALLY DESIGNED KEYBOARD FOR YOUNG LEARNERS WHICH PLUGS INTO THE COMPUTER GAMEPORT. IT FEATURES LETTER AND NUMBER KEYS IN SEQUENTIAL ORDER PLUS 8 COLOR KEYS. IT COMES WITH A DISCOVERY DISK CALLED "MUPPETS ON STAGE" WHICH TEACHES LETTERS, NUMBERS , PICTURE AND COLOR RECOGNITION.

PFS WRITE (SCHOLASTIC)
CODE #7.

A POWERFUL WORDPROCESSOR WHICH REQUIRES AN 80 COLUMN DISPLAY. ONE OF THE BEST FEATURES OF THE PFS WORDPROCESSOR IS ITS EASE OF USE. THE SINGLE WORD MENUS ARE EASY TO READ AND UNDERSTAND AND EDITING CAN BE DONE WITH SIMPLE COMMANDS AS YOU TYPE IN TEXT. THE PROGRAM MAY BE INTERGRATED WITH THE PFS FILE (A DATA BASE), AND THE PFS REPORT (A TABLE GENERATOR) PROGRAMS. ALSO AVAILABLE FROM SCHOLASTIC, ARE DATA BASE PACKAGES OF UNITED STATES HISTORY, UNITED STATES GOVERNMENT, LIFE SCIENCE, AND PHYSICAL SCIENCE.

SCHOLASTIC COMPUGARTEN TEXTS (SCHOLASTIC)
CODE #8.

STUDENTS AT THE PRESCHOOL AND ELEMENTARY LEVEL CAN BECOME FAMILIAR WITH THE COMPUTER KEYBOARD WITH THESE EXCELLENT TEXTS. ALSO AVAILABLE IS A 4' X 8' PLASTIC FLOOR KEYBOARD UPON WHICH THE STUDENTS HOP, JUMP AND PLAY THEIR WAY TO BEING FAMILIAR WITH THE KEYS ON THE COMPUTER.

SCHOLASTIC MAILER (SCHOLASTIC)
CODE #10.

A SPECIAL PROGRAM USED WITH THE BANK STREET WRITER WHICH SETS UP FORMS FOR WRITING LETTERS.

THE MUPPET WORD BOOK (SUNBURST)
CODE #13.

A BEGINNING LANGUAGE PROGRAM WHICH USES THE MUPPET CHARACTERS TO INTRODUCE UPPER AND LOWER CASE LETTERS, AND WORD ENDINGS. THE STUDENTS CAN WRITE AND PRINT A FEW WORDS IN LARGE PRINT USING KERMIT'S WORDPROCESSOR. THIS PROGRAM MAY BE USED WITH THE APPLE KEYBOARD, MUPPET LEARNING KEYS, TOUCH WINDOW, OR MOUSE.

SNOOPY WRITER (RANDOM HOUSE)
CODE #15.

A STORY WRITING PROGRAM WHICH ALSO FAMILIARIZES STUDENTS WITH SOME OF THE FUNCTIONS OF WORDPROCESSING. EASY MENUS OFFER THE STUDENT A CHOICE OF WRITING, FILING (SAVING), COSTOMIZING (EDITING) OR QUITTING. STUDENTS CHOOSE SETTINGS AND PEANUT'S CHARACTERS FROM THE PROGRAM THEN WRITE A STORY ABOUT THE PICTURE. STARTING SENTENCES MAY BE CHOSEN IF DESIRED.

STICKYBEAR TYPING WEEKLY READER FAMILY SOFTWARE (XEROX)
CODE #14.

A TYPING PROGRAM FOR BEGINNERS. THE PROGRAM CONTAINS THREE GAMES WHICH REVIEW THE KEYBOARD AND PROVIDES TYPING LESSONS ON 30 LEVELS OF DIFFICULTY.

WRITING ADVENTURE (DLM)
CODE #3.

A WRITING PROGRAM FOR THOSE AGED NINE AND UP. THE PROGRAM USES AN ADVENTURE GAME FORMAT TO STIMULATE STUDENT'S IMAGINATION. FEATURES INCLUDE: STORY STARTERS, NOTE CARDS FOR TAKING NOTES AND ORGANIZING THOUGHTS, A BASIC WORDPROCESSOR AND A PROOFREADING AID.

SOFTWARE PUBLISHERS

Broderbund Software, Inc.
17 Paul Drive
San Rafael, CA 94903
415/479-1700

Random House School Division
Department 9323
400 Hahn Road
Westminister, Maryland 21157

Scholastic Software
730 Broadway
New York, NY 10003
212/505-3000

Software Publishing Corporation
1901 Landings Drive
Mountain view, CA 94043

South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227
800/543-0487

Spinnaker Software
One Kendall Square
Cambridge, MA 02139
617/494-1220 for info.
800/826-0706 to order

Sunburst Coommunications, Inc.
39 Washington Avenue
Pleasantville, NY 10570
914/769-5030
800/431-1934

Weekly Reader Family Software
245 Long Hill Road
Middletown, CT 06457
203/638-2441